



**Center on the Social
and Emotional Foundations
for Early Learning**

**Maryland Social Emotional Foundations for Early Learning:
Pyramid Model Demonstration Site**

Selection Criteria and Process

Demonstration sites: Maryland will identify 3-4 demonstration sites where the child, teacher, and program outcomes from the training and implementation coaching can be evaluated.

Coaches: Each of the 3-4 potential demonstration sites will identify a coach that is linked to their individual program or program site where their role includes training program personnel and providing coaching for implementation. Coaching support should be occurring or planned to occur with a frequency of weekly visits to classrooms or providers where the implementation coach is able to observe, demonstrate, and evaluate practices.

Evaluation Process:

After receiving training, the program commits to implementing the CSEFEL Pyramid and participating in quarterly evaluation activities. Data will be collected at the demonstration sites on a frequent and ongoing basis. Data will be child and program specific and CSEFEL evaluation instruments will be used. Once analyzed, data will be shared with each program to inform the internal decision-making and program modifications. Each program must agree that if implementation is not satisfactory they will no longer serve as a demonstration site.

Demonstration Site Selection Criteria:

- Sites should represent a strong combination of coach and program.
- Demonstration sites are individual programs (in the age range of birth-5) that provide services that include promoting young children’s social competence and addressing challenging behavior and include a strong family component. These sites may include a center-based program with multiple sites or a single site (e.g., a single child care center; a cluster of centers that are one program; a blended program representing a variety of funding sources such as Head Start, public school, child care, etc.; a program that has home-visiting as a component, etc.). The unit of CSEFEL support may be one “class” with the expectation that the program will train others within the program.
- Appropriate demonstration sites are sites that are high quality (i.e., one or more of the following: in regulatory compliance, NAEYC Accreditation, State Accreditation, Maryland State Credentials, other outside evaluative data such as Head Start child outcome data, H. S. Performance Standards, training in Maryland Model of School Readiness (MMSR), etc.).

- Demonstration sites represent diversity of child and family characteristics appropriate to the state as well as CSEFEL funders (Head Start and Child Care) but can include others as well as blended programs.
- Demonstration sites must serve or have the capacity to serve children with disabilities (with IEPs or IFSPs).
- Geographic representation will be taken into account.
- Programs are configured to ensure a successful demonstration (i.e., strong leadership, stable funding, adequate resources, quality programming, stable staff, experience with serving as a demonstration site, etc.).
- Program is willing to serve as a state demonstration site for approximately 3 years and will allow visits from other programs to see the implementation of practices.
- Program will participate in the Pyramid train the trainer events and is enthusiastic about the conceptual model, approach, materials and practices.
- After receiving training, the program commits to implementing the CSEFEL Pyramid and participating in quarterly evaluation activities. Data collection at the demonstration sites will be collected on a frequent and ongoing basis to meet quarterly evaluation requirements. Data will be child and program specific. CSEFEL evaluation instruments will be used at the demonstration sites. Once analyzed, data results will be shared with each program to inform internal decision-making and program modifications. Program agrees that if implementation is less than satisfactory they will no longer serve as demonstration site.
- Program will work collaboratively with CSEFEL staff and coaches to ensure adoption of CSEFEL Pyramid Model and practices and fidelity of implementation.
- Program will collect evaluation data on teacher, child and program outcomes as needed by CSEFEL (Note: Coaches and teachers will be working together to collect the data).
- Program and administrative leadership demonstrate a strong commitment to implementing the CSEFEL Pyramid Model and practices and to serving as a demonstration site for the state.

Note: All criteria will be reiterated in a letter of agreement and will be agreed to in writing by the highest level of leadership (e.g., director) as well as those who will implement the program (i.e., supervisors, teachers, coaches, etc.)

CSEFEL cannot provide funding to the program for this initiative, however, CSEFEL commits to individualized technical assistance to the program and the coach that represents over \$10,000 in in-kind support.

CSEFEL, with support from the Maryland Planning Team will provide:

In Year One

- Training to coaches
- Training to a leadership team from all sites
- Monthly calls with each coach
- Monthly group calls with coaches
- Facilitation of a Google group with coaches
- Consultation to program administrators as needed
- Follow-up materials and print/web-based resources
- Processing of evaluation data

In Year Two

- Group calls every other month with coaches (may be more or less as indicated by evaluation data)
- Quarterly calls with individual coaches (may be more or less as indicated by evaluation data)
- Facilitation of a Google group with coaches
- Consultation to program administrators as needed
- Follow-up materials and print/web-based resources
- Processing of evaluation data

In Year Three

- Quarterly group calls with coaches
- Facilitation of a Google group with coaches
- Consultation to program administrators as needed
- Follow-up materials and print/web-based resources
- Processing of evaluation data